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OHIO STATE DEPT. OF EDUCATION, COLUMBUS
OHIO COUNCIL ON ADVANCED PLACEMENT, COLUMBUS
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THE DOCUMENT PRESENTS A DESCRIPTION OF THE ADVANCED PLACEMENT PROGRAM IN OHIO. ANSWERS ARE GIVEN TO KEY QUESTIONS ON THE FUNCTION OF ADVANCED PLACEMENT, ACADEMIC AREAS COVERED, PROGRAM ADMINISTRATION, COSTS, BENEFITS, VARIOUS ORGANIZATIONAL PATTERNS, STUDENT PARTICIPANTS, COLLEGES AND UNIVERSITIES IN OHIO AND REPRESENTATIVE NATIONAL INSTITUTIONS WHICH GRANT CREDIT FOR THE PROGRAM. INCLUDED ARE A ROSTER OF MEMBERS AND A POLICY STATEMENT OF THE OHIO COUNCIL ON ADVANCED PLACEMENT (FUNCTIONS TRANSFERRED TO THE DIVISION OF SPECIAL EDUCATION, OHIO DEPARTMENT OF EDUCATION, IN 1962). A BIBLIOGRAPHY ANNOTATES SEVEN ITEMS. (RM)

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ADVANCED PLACEMENT IN OHIO

THE OHIO COUNCIL ON ADVANCED PLACEMENT/COLUMBUS, OHIO/1964

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Advanced Placement Program

"one of the most encouraging signs of real improvement in our educational system."

"every school ought to strive to provide the opportunity for advanced placement in at least one subject, no matter how few candidates there may be."

James B. Conant

What is the Advanced Placement Program?

When are the Advanced Placement Examinations given?

What subjects are covered by the examinations?

The Advanced Placement Program is an instrument used for both enrichment and acceleration in the secondary schools. While it involves the early completion of school subjects, the content of courses is not necessarily greater in bulk but greater in intensity. The program aims to give the student a study in depth in a prescribed number of subject areas, providing him with the tools, methods, experience, and excitement which will lead him, at a later time in college and after, to generalization and synthesis. With its present set of examinations, the Advanced Placement Program promotes the idea of Advancement to higher level courses in college at the beginning of the college career.

The Advanced Placement Program begins in a school when college-level courses are given to able and ambitious students. The Program has no formal membership—there is nothing to join; no permission to obtain. The program itself stipulates no requirements as to selection of teachers or students—and prescribes nothing with respect to the organization, scheduling or conduct of the courses. Any high school that desires to give Advanced Placement work is free to do so at any time and in any fashion that it chooses. Assistance and advice are always available, but there are no prescriptive rules and regulations. In establishing courses, each school is guided by its own aspirations and resources, strengths and individual circumstances. Among its considerations will be: gaining community support, selecting the students, staffing the courses, and providing additional resources that might be needed.

THE EXAMINATIONS

The examinations are given in May of each year. An examination schedule is found in the *Bulletin for Students* available upon request from the College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

The subjects covered are: English (literature and composition), mathematics (analytic geometry and calculus), biology, chemistry, physics, American history, European history, French 4, German 3, German 4, Spanish 4, Latin 4, and Latin 5.

Who prepares the Advanced Placement Examinations?

The examinations in each subject area are prepared by a committee composed of high school and college teachers with the assistance of testing specialists on the Educational Testing Service staff. These committees have been appointed by the College Entrance Examination Board and all committee members work together to develop the examination questions.

What type of examinations are given?

The examinations are almost entirely of the essay type and are designed to be completed in three hours. Some of the essay examinations are supplemented by objective tests, and in the case of modern foreign languages, tapes are used to test oral comprehension.

Where are the examinations given?

The Advanced Placement Examinations are usually given in your school. If your school is unable to administer the Examinations, you should write to the College Board Advanced Placement Examinations; Box 592; Princeton, New Jersey 08540 for the names of schools planning to give the examinations. If you are unable to take the examinations at a participating school, you may wish to do so at a special examination center. A list of examination centers is available from the College Entrance Board.

Who gives the examinations?

Your local school, or the school that is giving the Examinations, has appointed an Advanced Placement Examinations Coordinator. He is responsible for organizing the examination, collecting the fees, and seeing that the examinations are given.

How much does it cost to take the examinations?

There are two fees which are charged for the examinations. These are a $5 registration fee, and a $10 examination fee for each examination taken. The total cost will depend upon the number of examinations taken by the student.

Who pays these examination fees?

Usually these fees are paid by the student, although they may be paid for him by his local school district or any other agency that may wish to do so.

Who grades the examinations?

A committee of readers for each examination is appointed by the Educational Testing Service. The examinations are graded by this committee in June of each year at Princeton, New Jersey.

What grades are received on the examinations?

The examinations are graded on a five point scale. The grade and its description are: 5—high honors, 4—honors, 3—good, 2—credit, 1—no credit.

Are the grades returned to the high school?

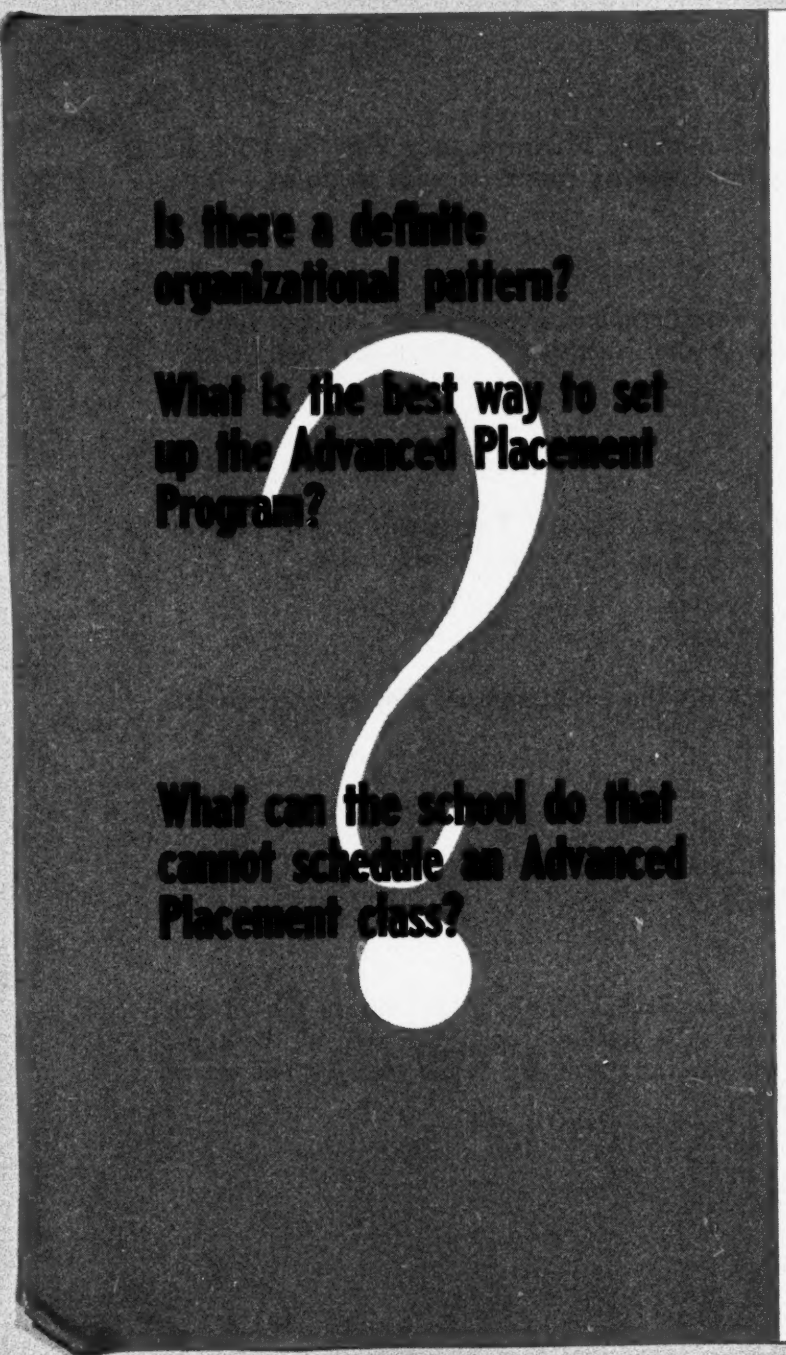
The grades received by the student on the examinations are reported to the high schools in September.

Does the student receive a grade report?

The College Board does *not* report grades directly to the student.

Are copies of earlier examinations available to the student or teacher?

The essay sections of the examinations are available to secondary school and college teachers from the College Board at a nominal cost. Samples of the types of questions that are to be found on the examinations are in the booklet, *Advanced Placement Program: Course Descriptions.*


Is there a definite organizational pattern?
What is the best way to set up the Advanced Placement Program?
What can the school do that cannot schedule an Advanced Placement class?

PROGRAM ORGANIZATION

No, the organization of the Advanced Placement Program in the local school systems is entirely up to the local school. There are no requirements as to the number of hours of class meeting, methods of teaching, selection of students and teachers, textbook selection, or materials to be used.

The best method of organization for Advanced Placement is to set up a regularly scheduled class that meets five days a week. This plan can only be implemented where there are sufficient numbers of students to make up a class.

There are several alternate plans that can be successfully implemented in schools with an insufficient number of students to form a single class or in larger schools where only a few students are interested in a single examination. The enrichment technique has been used successfully for students enrolled in a regular class. The student carries out the work of an Advanced Placement Course through extra assignments, research work, and periodic consultations with the teacher.

A second plan that is frequently used is the seminar or tutorial plan. By using this plan, the student or students and teacher can meet at their convenience and as often as desired. Unfortunately this plan places an extra burden upon the teacher, usually without compensation in time or money.

The third method is that of independent study. It is the easiest to implement and places the burden upon the student once the program is organized except for occasional consultations with the advisor. This method allows for a maximum of flexibility and even allows for an individual student to take an examination.

A fourth plan that has been attempted on a few occasions and proven successful is a cooperative approach whereby students from various schools meet at a central location for an Advanced Placement course. This plan could be organized within or across school district lines, or through the facilities of the schools and a local college. It might be particularly effective within a county system containing small high schools.

Are curriculum guides available to schools wishing to start a program?

The College Entrance Examination Board publishes a booklet entitled *Advanced Placement Program: Course Descriptions*. This publication contains individual syllabi for each subject area and is available to the school for a nominal cost of $1.50. The Division of Special Education of the Ohio Department of Education has teachers' guides available in the areas of American and European history. These are available upon request.

Which Advanced Placement subject should be offered?

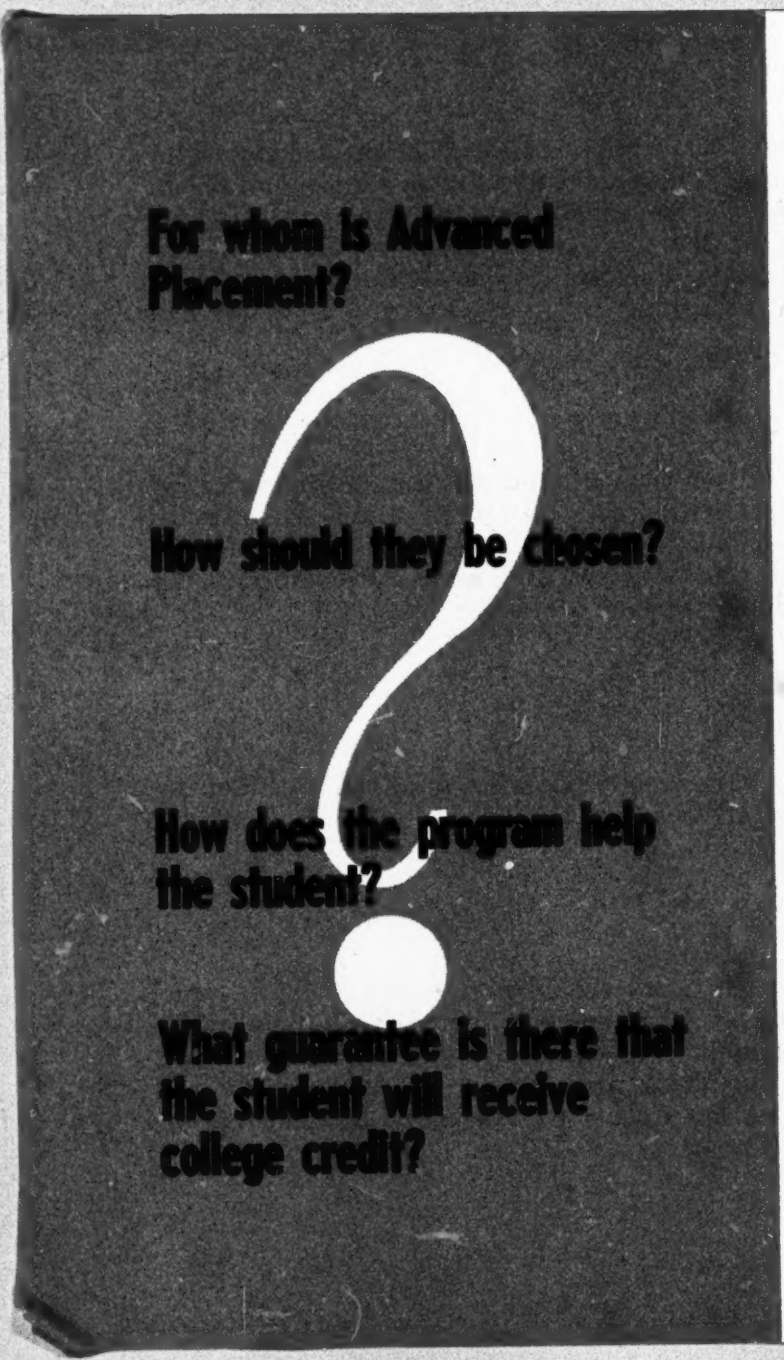
That course should be offered which is taught by the most competent and most interested teacher. If there are several highly competent teachers, then the course or courses should be offered which will enroll the largest number of students. It is probably best to begin with one course and then increase the number as the demand arises or as competent, qualified teachers are available.

Where should Advanced Placement work begin?

Usually these courses are open to juniors and seniors. At times, an exceptionally bright sophomore is permitted to take an advanced class.

How can a school prepare its students for Advanced Placement work?

Preparation for Advanced Placement work should begin long before the students are in high school. Identification of bright students should begin early in the elementary school. These students should be given special instruction which will insure high academic achievement. The school that utilizes these procedures will find that the majority of its bright students qualify for Advanced Placement work when they reach senior high school.


For whom is Advanced Placement?
How should they be chosen?
How does the program help the student?
What guarantee is there that the student will receive college credit?

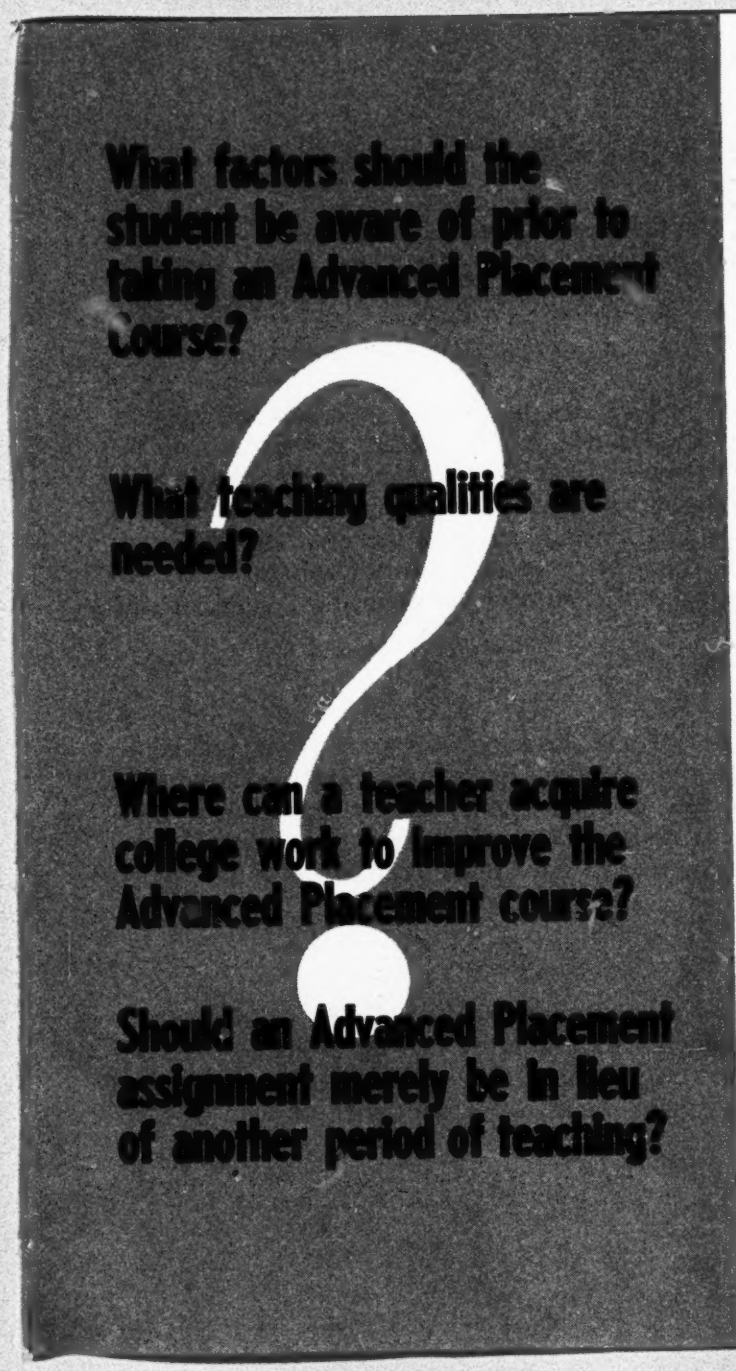
STUDENTS

Advanced Placement work is for highly selected students. It is not designed for all college bound students. The typical high school will seldom find more than 5 per cent of the enrollment capable of handling the work. At times, schools are tempted to lower requirements in order to obtain a sufficient number of students to warrant offering the courses. Such action will ultimately be a disservice to the students.

Students should be selected on the basis of high academic ability and achievement. Ability can be determined on the basis of tests of intelligence. School achievement is assessed through school marks, test results, and teacher judgment. High achievement in areas which are closely related to the advanced course should be mandatory.

Advanced Placement work provides the student with an opportunity to have a richer and broader educational experience while in high school. At the same time, it enables him to earn college credit while he is still in high school.

The actual granting of credit is the prerogative of the colleges. The student must understand that merely taking the course and examination, regardless of his grade and score, will not automatically insure college credit for him. Factors vary with the colleges and the examination scores.


What factors should the student be aware of prior to taking an Advanced Placement Course?
What teaching qualities are needed?
Where can a teacher acquire college work to improve the Advanced Placement course?
Should an Advanced Placement assignment merely be in lieu of another period of teaching?

Advanced Placement instruction is geared toward mature students. The student should recognize that the course will require a great deal more effort and study than do the typical high school courses. He must have efficient study habits and the initiative required of college freshmen.

TEACHERS

First, the teacher must have a thorough knowledge of the subject matter. For all practical purposes, he will be instructing college freshmen.

Second, the teacher must be willing to accept the added responsibilities and preparations that are a part of teaching Advanced Placement courses.

Finally, he must be willing to take additional college work, if necessary, to bring himself abreast of new knowledge in his subject field.

A number of universities offer summer institutes for teachers of Advanced Placement. The Ohio Department of Education has sponsored workshops jointly with schools and universities. Similar opportunities will continue as schools make their requests known.

Of course the local school district must determine the importance of teaching Advanced Placement courses. Since the quality of the instruction depends greatly upon the amount of preparation time, the school should allow additional time for teacher planning.

What college receives the grades?

How do the colleges determine whether the student will receive credit or placement or both?

Who at the college is responsible for the decision for granting credit or placement?

What grade on the Advanced Placement Examinations will insure advanced placement?

THE COLLEGES

At the time of the examination, the student indicates the college of his choice, or the one in which he has enrolled for the coming year. The grades are then sent to that college in July.

Materials supporting the student's request for placement or credit are sent by the College Board to the college that the student has indicated at the time of the examinations. These materials include two reports. The *School Report* contains a description of the Advanced Placement course or courses taken, course grades, and school recommendations. The *Examination Report* contains the examination questions, student's paper, grade received, and interpretative information on examination grades. This information is used by the college to determine whether the student will receive credit or placement.

The person or persons responsible for this decision will vary from college to college. In a recent survey of the Ohio colleges, the Department Head is responsible for the decision in about one-half of the colleges. Other colleges use faculty committees or the Dean of the College to decide upon placement or credit. Fifteen Ohio colleges have a stated school policy on the Advanced Placement Examination grades.

No grade will insure advanced placement for the student. If the college recognizes and accepts the Advanced Placement Examination scores, a grade of 3 or higher will receive advanced placement in most Ohio colleges. In a few Ohio colleges, a grade of 2 will receive advanced placement or admission to a special honors class.

What grade on the Advanced Placement Examinations will insure credit from the colleges?

If the colleges accept the results of the Advanced Placement Examinations, a grade of 3 will be granted credit in most Ohio colleges. There are several Ohio schools that require a grade of 4 to receive credit. It is extremely rare for a grade of 2 to receive credit in Ohio colleges.

Is there a charge for the credit hours granted?

In over 90 per cent of the Ohio colleges, no charge is made on those credit hours granted for the Advanced Placement Examinations.

Do the colleges have a minimum number of hours that will be granted for advanced placement or credit?

Of the Ohio colleges and universities that recognize the Advanced Placement Examinations, 82 per cent have no limitations on the number of hours of credit or placement that may be granted. The remaining colleges vary from 3 quarter hours to 32 semester hours for the maximum number of hours that can be granted by that particular college.

Do all Ohio colleges recognize the results of the Advanced Placement Examinations?

Over 95 per cent of the Ohio colleges recognize the results of the Advanced Placement Examinations.

How can the student determine the policy of the college toward Advanced Placement?

It would be advisable for the student who is taking the Advanced Placement Examinations to write to the colleges of his choice to determine their policy toward the Advanced Placement Examinations.

PARTICIPATING OHIO COLLEGES

University of Akron
Antioch College
Ashland College
Athenaeum of Ohio
Baldwin-Wallace College
Bluffton College
Bowling Green State University
Capital University
Case Institute of Technology
Cedarville College
Central State College
University of Cincinnati
University of Dayton
Defiance College
Denison University
Fenn College
Findlay College
Heidelberg College
Hiram College
John Carroll University
Kent State University
Kenyon College
Lake Erie College
Malone College
Marietta College
Miami University
College of Mount St. Joseph on the Ohio
Mount Union College
Muskingum College
Notre Dame College
Oberlin College
Ohio Northern University
The Ohio State University
Ohio University
Ohio Wesleyan University
Otterbein College
Rio Grande College
College of St. Mary of the Springs
The College of Steubenville
The University of Toledo
Ursuline College for Women
Walsh College
Western College for Women
Western Reserve University
Wilmington College
Wittenberg University
College of Wooster
Xavier University
The Youngstown University

MANY OHIO ADVANCED PLACEMENT GRADUATES ATTEND OUT-OF-STATE COLLEGES AND UNIVERSITIES

Allegheny College
Amherst College
Brown University
California Institute of Technology
Carnegie Institute of Technology
Columbia University
Connecticut College
Cornell University
Dartmouth College
Duke University
Georgetown University
Harvard University
Indiana University
Massachusetts Institute of Technology
Michigan State University
Northwestern University
Princeton University
Purdue University
Rice Institute
St. Louis University
Smith College
Stanford University
Tulane University
United States Air Force Academy
United State Naval Academy
University of California
University of Colorado
University of Michigan
University of Notre Dame
University of Pennsylvania
University of Pittsburgh
University of Texas
University of Wisconsin
Vanderbilt University
Vassar College
Washington and Lee University
Washington University
Wellesley College
Williams College
Yale University

THE OHIO COUNCIL

In Ohio, there has been a substantial effort to extend the Advanced Placement Program through cooperative endeavors of colleges and school systems. The initiative came from the Inter-University Council, composed of the presidents of the six state-supported institutions of higher learning. With the support of a grant from the Fund for the Advancement of Education, the Ohio Council on Advanced Placement was formed in 1959. Made up of representatives from a number of private and public colleges and universities and public and independent secondary schools, the Council undertook a short-term program to stimulate participation by institutions of higher learning and high schools throughout the state. The results of this cooperative effort can be seen in the following table:

In May of 1962, the Ohio Council on Advanced Placement sponsored a meeting of one hundred fifty college representatives in Columbus to review the status of the program and to consider acceptance of a basic policy statement. The following was adopted without dissent:

A. The Advanced Placement Program is predicated on two assumptions, both of which we believe to be well founded:

1. (a) Many secondary schools are equipped with some faculty who are competent to offer selected courses at the college level in a variety of subject areas.

   (b) Some able students through independent study may arrive at a level of academic accomplishment equivalent to that achieved in college-level courses.

ADVANCED PLACEMENT PROGRAM IN OHIO, 1959-1963

	1959	1960	1961	1962	1963
Secondary Schools	23	46	88	111	122
Candidates	331	662	1043	1104	1431
Examinations	427	837	1217	1396	1831
English	159	286	464	429	522
Mathematics	119	211	255	253	367
American History	37	70	156	243	316
Chemistry	64	90	89	143	198
European History	13	86	102	130	178
Biology	6	28	34	47	60
Physics	6	23	29	39	59
Latin IV	8	17	26	34	28
French	8	16	24	25	48
Spanish	3	5	21	23	27
Intermediate German	4	4	12	10	22
Advanced German	0	2	4	6	3
Latin V	0	0	1	0	3

2. The Advanced Placement Examinations of the College Entrance Examination Board provide a valid evaluation of the academic competence of secondary school students in college-level subject areas.

B. We hold that institutions of higher learning should accept these assumptions. It follows that such institutions should award advanced placement and full credit for their appropriate courses on the basis of a satisfactory score on the appropriate Advanced Placement Examination.

C. When an institution awards advanced placement and credit to a student on the basis of an Advanced Placement Examination score, it should expect that the performance of the student in subsequent related courses will be substantially the same as that of any other student who has satisfactorily completed the normal prerequisite course at the institution.

It should be explained that the Ohio Council on Advanced Placement was originally conceived as a one or two year venture. It was felt that this would provide sufficient time for stimulation of the program in the state. At the urging of both school and college people, however, important aspects of the program continue to be fostered by the Division of Special Education, Ohio Department of Education.

The experience of the Ohio Council on Advanced Placement supports these conclusions:

—— The Advanced Placement Program is a worthy instrument of quality education as long as its flexibility, its potential, and its limitations are clearly recognized.

—— It is producing a qualitative improvement in educational opportunities and experiences for able and ambitious students.

—— The problems it presents to schools and colleges are mainly the usual ones that accompany efforts to provide high quality education.

—— A strong, integrated Advanced Placement Program cannot help but bring colleges and schools closer together.

—— Among the many schemes devised for enriching and accelerating the education of academically talented students, the Advanced Placement Program stands out as not only sound and sensible, but also as having wide applicability. For the student, it offers both immediate, practical rewards and long-range educational advantages.

Following is a membership roster of the Ohio Council on Advanced Placement at the time it ceased operation in 1962 and turned its functions over to the Division of Special Education, Ohio Department of Education:

John Bollenbacher
Director, Instructional Evaluation
Cincinnati Public Schools

Irvin L. Conrad
Principal, DeVilbiss High School
Toledo

Robert S. Cope
Director of Admissions and Registrar
College of Wooster

Alva A. Dittrick
Deputy Superintendent
Cleveland Board of Education

Robert E. Dixon
Associate Dean, College of Arts and Sciences
Oberlin College

Rev. Thomas P. Conry, S.J.
Dean, College of Arts and Sciences
John Carroll University

Rush Elliott
Dean, College of Arts and Sciences
Ohio University

Bryce M. Fogarty
Associate Director of Admissions
Antioch College

W. Todd Furniss
Associate Dean, College of Arts and Sciences
Ohio State University

D. J. Guzzetta
Dean of the General College
University of Akron

Roger E. Stansfield
Chairman, Academic Enrichment Committee
Baldwin-Wallace College

R. J. Hinz
Director of Admissions
Western Reserve University

James R. Hooper, Jr.
Associate Dean of Instruction
Case Institute of Technology

L. W. Huber
Director of Secondary Education
Columbus Public Schools

Allan C. Ingraham
Dean of Summer Session and Registrar
Ohio Wesleyan University

Lewis A. Jackson
Vice President and Administrative Dean
Central State College

John J. Kamerick
Dean, College of Fine and Professional Arts
Kent State University

Frederick D. Lemke
Dean of the College
Heidelberg College

Parker E. Lichtenstein
Dean of the College
Denison University

A. L. Mattoon
Principal, Findlay High School
Findlay

K. H. McFall
Vice President
Bowling Green State University

Bayes M. Norton
Professor of Chemistry
Kenyon College

Cora I. Orr
Director of Testing and Evaluation
Muskingum College

Merrill R. Patterson
Dean of the College
Marietta College

Richard R. Perry
Director of Admissions and Records
University of Toledo

Paul C. Roundy
Director of Studies
Western Reserve Academy

Russell H. Rupp
Principal, Shaker Heights High School
Shaker Heights

Oscar L. Schneyer
Principal, Buchtel High School
Akron

William C. Smyser
Executive Registrar
Miami University

John N. Stauffer
Dean
Wittenberg University

Maurice A. Wogaman
Assistant Superintendent
Kettering City Schools

Garland G. Parker (Chairman)
University Registrar and Central Admissions
Officer, University of Cincinnati

Richard M. Mall (State Coordinator)
(On leave — Ohio State University)

USEFUL PUBLICATIONS

Available from: College Board Advanced Placement Examinations
Box 592
Princeton, New Jersey 08540

A Guide to the Advanced Placement Program 1963-64.

Available free of charge. It contains a brief summary of the Advanced Placement Program.

Essay Questions from the 1962-63 Advanced Placement Examinations.

Are available to secondary school and college teachers. These sections may be ordered in sets consisting of either one copy of each of the 13 examinations at $2 or five copies of any one examination at $1. The multiple choice or objective questions of any previous Advanced Placement Examinations are not available.

Advanced Placement Program: Course Descriptions.

Contains a syllabus of each of the Advanced Placement courses and is intended primarily for teachers. Illustrative examination questions are also included. The cost for a single copy is $1.50.

Bulletin for Students, Advanced Placement Examinations, 1963-64.

An informative booklet designed for the students who will be taking the examinations. A supply will be sent to the schools that complete the School Estimate Form. There is no charge for this publication.

Available from: Division of Special Education*
Ohio Department of Education
3201 Alberta Street
Columbus, Ohio 43204

Acceleration and the Gifted.

Contains several articles by nationally known educators dealing with acceleration as well as reports of demonstration projects. Two of these projects specifically dealt with Advanced Placement. Dr. Richard Mall also presents a look at Advanced Placement in Ohio.

Teachers' Guides: *American History for the Academically Talented*
Advanced Placement American History

Teachers' Guides: *World History for the Academically Talented*
Advanced Placement European History

Developed by the Cleveland City Schools for the Ohio Department of Education's Programs for the Gifted. Each guide contains syllabi for the prerequisite and the Advanced Placement course.

* All publications of the Division of Special Education, Ohio Department of Education are available free of charge.

ADVANCED PLACEMENT EXAMINATION SUMMARY

Examination Subjects:

American History	German
Biology	Latin 4
Chemistry	Latin 5
English	Mathematics
European History	Physics
French	Spanish

Fee: $5.00 registration plus $10.00 for each examination taken.

Dates to Remember:

November	School Participation Form*
December	School Estimate Form
March	Examination Order Form
May	Examinations

*School must appoint an examination coordinator to be responsible for the Advanced Placement Program.

Inquiries:

College Board Advanced Placement Examinations
Box 592
Princeton, New Jersey 08540

Inquiries concerning the Advanced Placement
Program should be addressed to:

Division of Special Education
Ohio Department of Education
Columbus, Ohio

Prepared and edited by Richard M. Mall, Thomas M. Stephens and Arthur R. Gibson

COMMENTS OF FORMER OHIO ADVANCED PLACEMENT STUDENTS

"It was a very new and stimulating course."

"Even if I had not received credit; I still feel these courses were excellent preparation for college."

"I am going to summer school and as a result of A P, I will be a Junior this fall."

"Very happy with program. Keep up the good work. How about a P.S.S.C. Physics course?"

"The experience and knowledge gained are well worth the effort. I think that the A P classes would be very valuable even if no standing or credit were received."

"I have appreciated A P for benefits of study habits."

"The A P physics and geometry courses should be made much harder."

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Superintendent of Public Instruction
Columbus, Ohio
1964